

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
GOAL ONE: COMMUNICATE in Languages Other Than English	
Rationale Communicating successfully in other languages depends on developing facility with the languages and a familiarity with the interaction of language and culture in societies. As world boundaries continue to open, both communicatively and physically, it becomes even more important that the study of foreign languages result in a proficiency level which enables students to understand, speak, read, and write appropriately.	
Standard 1.1 Students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify sound patterns and writing systems of the target language.	SE: 45, 80, 109, 141, 171, 199, 270, 293, 323
	TR: Teacher's Resource Book: Audio Script: 20, 47, 74, 100, 159, 185-186, 213, 266-267
	TECH: Audio Program: Disc 10, Tracks 13, 14; Disc 11, Track 11; Disc 12, Track 10; Disc 13, Track 9; Disc 14, Track 11; Disc 15, Tracks 11, 12; Disc 16, Tracks 7, 8; Disc 17, Track 12; Disc 18, Track 8; Disc 19, Track 9
B. Express basic physical needs.	SE: 73, 82, 302
	TE: 302
C. Express basic courtesies and appropriate nonverbals.	SE: 72, 135, 166, 302, 307
	TE: 51, 72, 302
D. Create simple descriptions.	SE: 9, 12, 15, 28, 43, 44, 61, 71, 91, 101, 103, 135, 183, 192, 215, 24
	TE: 65, 88, 158
	TECH: Answers on Transparencies
E. Express likes and dislikes.	SE: 7, 18, 41, 53, 109, 171, 174, 225, 258, 288, 289, 290, 297, 307
	TE: 129, 169
	TECH: Answers on Transparencies
F. Express agreement and disagreement.	SE: 108, 109, 215, 231, 288, 289

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
G. Ask and answer questions.	SE: 7, 9, ,12, 14, 15, 18, 19, 21, 25, 26, 27, 37, 40, 41, 43, 44, 45, 47, 49, 50, 51, 53, 55, 69, 74, 75, 77, 80, 82, 83, 85, 102, 104, 105, 109, 110, 111, 113, 115, 117, 123, 134, 135, 136, 137, 145, 161, 164, 165, 167, 170, 171, 173, 174, 177, 193, 194, 195, 197, 201, 204, 205, 206, 207, 215, 225, 227, 228, 229, 233, 235, 237, 239, 257, 261, 265, 268, 269, 270, 279, 288, 289, 290, 291, 293, 295, 297, 299, 307, 317, 318, 319, 321, 322, 323, 325, 326, 335
	TE: 134, 169
	TECH: Answers on Transparencies
H. Make and respond to simple requests.	SE: 138, 139, 140, 141, 153, 173
I. Participate in one-on-one Interactions.	SE: 7, 9, 12, 14, 15, 18, 19, 21, 25, 28, 37, 40, 41, 43, 47, 50, 51, 73, 80, 82, 83, 91, 101, 102, 103, 104, 108, 110, 111, 113, 115, 123, 133, 134, 135, 136, 137, 139, 140, 141, 145, 164, 165, 166, 167, 170, 171, 173, 174, 193, 194, 197, 204, 205, 206, 215, 225, 226, 227, 228, 231, 233, 235, 237, 247, 257, 258, 263, 265, 268, 269, 279, 288, 289, 290, 291, 295, 297, 307, 317, 321, 322, 325, 326, 335
	TE: 14, 17, 69, 107, 134
	TECH: Answers on Transparencies
Standard 1.2 Students understand, interpret, and respond to written and spoken language on a variety of topics.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Respond appropriately to directions, instructions, and commands.	SE:138, 139, 140, 141, 174
B. Respond to simple oral or written descriptions. (Identify)	SE: 6, 8, 12, 21, 28, 33, 52, 61, 65, 71, 76, 91, 95, 107, 113, 123, 127, 133, 143, 153, 157, 165, 169, 183, 187, 196, 215, 219, 224, 247, 251, 256, 267, 279, 283, 288, 290, 296, 307, 311, 317, 335
	TR: Teacher's Resource Book: Audio Script: 3, 19, 21, 45, 46, 47, 73, 74, 75, 99, 101, 129, 130, 131, 157, 158, 160, 185, 188, 211, 213, 214, 239, 240, 242, 265, 268

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TECH: Answers on Transparencies; Audio Program: Disc 10, Tracks 1, 2, 3, 4, 5, 8, 9, 16, 20; Disc 11, Tracks 3, 4, 6, 9, 15; Disc 12, Tracks 4, 5, 6, 9, 13, 16; Disc 13, Tracks 3, 4, 5, 6, 11, 15; Disc 14, Tracks 3, 4, 7, 10, 16; Disc 15, Tracks 3, 4, 9, 16; Disc 16, Tracks 3, 4, 6, 15; Disc 17, Tracks 3, 4, 6, 11, 15; Disc 18, Tracks 3, 4, 6, 7, 12, 16; Disc19, Tracks 3, 4, 6, 14
C. Read and respond to developmentally appropriate materials.	SE: 18, 21, 27, 46, 47, 52, 79, 81, 83, 99, 105, 114, 123, 132, 137, 144, 145, 153, 163, 174, 175, 183, 194, 200-201, 215, 223, 227, 236, 238, 255, 256, 258, 259, 260, 261, 271, 287, 291, 292, 307, 316, 317, 318, 320, 326, 327
	TR: TPR Storytelling Book; Clip Art
	TECH: Answers on Transparencies; Vocabulary and Grammar Transparencies: 126, 12-14, 20, 164
D. Respond to speech of peers and adults students know.	SE: 7, 9, 12, 14, 15, 18, 21, 25, 26, 27, 28, 40, 41, 43, 44, 45, 47, 49, 50, 51, 53, 61, 69, 71, 73, 74, 75, 77, 80, 82, 83, 85, 91, 101, 102, 103, 104, 105, 109, 110, 111, 113, 115, 123, 131, 133, 134, 135, 136, 137, 138, 139, 141, 143, 145, 153, 164, 165, 166, 167, 170, 170, 171, 173, 174, 175, 183, 191, 192, 193, 194, 195, 197, 199, 204, 205, 206, 207, 215, 225, 226, 227, 228, 229, 231, 233, 234, 235, 237, 239, 247, 257, 258, 261, 263, 265, 268, 269, 270, 279, 289, 292, 293, 295, 297, 298, 299, 307, 317, 319, 321, 322, 323, 325, 326, 333, 335
E. Identify aural, visual, and contextual clues.	SE: 34-36, 58-59, 66-68, 84-85, 88-89, 96-98, 116-117, 120-121, 128-130, 150-151, 158-160, 180-181, 188-190, 212-213, 220-222, 244-245, 252-254, 276-277, 284-286, 304-305, 312-314, 332-333
	TR: Teacher's Resource Book: Video Script

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TECH: Vocabulary and Grammar Transparencies: 98-99, 106-107, 114-115, 122-123, 138-139, 145-146, 153-154, 161-162, 168-169; Video Program: Cap. 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 9A, 9B; Audio Program: Disc 10, Track 10; Disc 11, Track 5; Disc 12, Track 5; Dis 13, Track 5; Disc 14, Track 5; Disc 15, Track 5; Disc 16, Track 5; Disc 17, Track 5; Disc 18, Track 5
F. Comprehend and respond to simple personal written communication such as notes, invitations, and letters.	SE: 6, 9, 29, 52, 54, 61, 91, 107, 140, 247, 335
	TECH: Answers on Transparencies
G. Identify main ideas and key words in oral and written material.	SE: 54-55, 84-85, 116-117, 146-147, 176-177, 200-201, 208-209, 240-241, 271, 272-273, 291, 300-301, 328-329
	TECH: Vocabulary and Grammar Transparencies: Map 15
Standard 1.3 Students present information, concepts, and ideas to listeners and readers for a variety of purposes.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Give directions, commands, and instructions.	SE: 138, 139, 140, 141, 143, 153, 279
	TE: 152
B. Give a description using phrases or simple sentences.	SE: 9, 20, 29, 38, 41, 51, 53, 61, 70, 71, 91, 101, 105, 108, 109, 111, 115, 123, 133, 135, 137, 162, 164, 167, 173, 175, 183, 192, 215, 227, 259, 265, 288, 290, 294, 296, 297, 306
	TE: 5, 8, 48, 54, 60, 64, 65, 70, 78, 82, 83, 88, 89, 90, 96, 106, 110, 122, 128, 132, 134, 152, 156, 158, 162, 186, 196, 206, 240, 270, 290, 294, 296, 297, 306
	TECH: Answers on Transparencies
C. Write a personal communication.	SE: 29, 61, 141, 211, 234, 314, 331
	TE: 27, 40, 52, 76, 80, 84, 104, 117, 118, 278
	TECH: Answers on Transparencies

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
D. List main ideas of selected authentic or contextualized material.	SE: 54-55, 84-85, 116-117, 146-147, 161, 176-177, 181, 208-209, 213, 240-241, 245, 272-273, 300-301, 305, 327, 328-329, 333
E. List events.	SE: 26, 27, 120-121, 142, 143, 145, 197, 201, 205, 223, 225, 228, 231, 234, 235, 237, 247, 268, 269, 270, 279, 294, 327
	TE: 26, 68, 168, 198, 202, 230, 246, 267
F. Present prepared material to an audience	SE: 10, 44, 57, 87, 119, 149, 175, 179, 207, 211, 243, 263, 275, 292, 299, 303, 321, 332
	TE: 2-a, 16, 19, 30-a, 43, 50, 66, 68, 69, 74, 82, 92-a, 110, 111, 112, 114, 121, 127, 130, 133, 141, 143, 144, 145, 146, 148, 154-a, 160, 168, 169, 192, 193, 194, 200, 204, 208, 210, 216-a, 231, 232, 234, 239, 254, 256, 257, 258, 262, 266, 268, 274, 280-a, 282, 283, 285, 286, 298, 304, 318, 320, 321, 322, 324
GOAL TWO: Gain Knowledge and Understanding of OTHER CULTURES	
Rationale Studying another language provides students a unique opportunity to understand different cultures by discovering the practices and perspectives of the target cultures.	
Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify and react to perspectives and practices in the cultures.	SE: xii-xxv, 30, 34-36, 44, 54-55, 61, 62, 72, 82, 86, 88, 91, 108, 112, 118, 123, 158-160, 177, 184, 206, 215, 244, 247, 255, 259, 261, 292, 294, 330, 335
	TE: xii-xxv; 3, 16, 27, 31, 41, 55, 59, 77, 88, 109, 113, 118, 128, 144, 150, 185, 188, 191, 197, 216-b, 251, 261, 294, 315
	TR: Fine Art Transparencies Teacher's Guide; Video Script
	TECH: Fine Art Transparencies; Vocabulary and Grammar Transparencies: 13, 131; Video Program Cap. 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 9A, 9B

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
B. Recognize and discuss language and behaviors that are evident in the target cultures.	SE: 51, 72, 212, 245, 302, 307, 316, 328-329
	TE: xix, xxi, xxiii, 7, 13, 51, 213, 237, 245, 316, 329
C. Identify some commonly held generalizations about the cultures studied.	SE: 112
	TE: 113
D. Identify social and geographic factors that impact cultural practices.	SE: xii-xxv, 46, 47, 54-55, 62, 72, 84-85, 86, 88, 135, 145, 148, 153, 154, 175, 176-177, 192, 200-201, 205, 210, 228, 235, 238, 240-241, 259, 267, 271, 272-273, 274, 279, 319
	TE: xii-xxv, 3, 5, 47, 55, 63, 85, 88, 113, 135, 137, 155, 175, 177, 192, 199, 205, 221, 222, 227, 241, 253, 271, 319, 335
E. Identify common words, phrases, and idioms that reflect the cultures.	SE: 52, 72, 74, 212, 316,
	TE: 52, 201, 213, 316
Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify some products of the target countries.	SE: xxi-xxv, 39, 56, 81, 82, 115, 117, 119, 120, 123, 124, 148, 150, 153, 154, 165, 175, 176-177, 178, 183, 184, 209, 212, 219, 228, 243, 247, 287, 290, 294, 297, 298
	TE: xii-xxv, 2-b, 19, 29, 30-b, 33, 35, 45, 49, 67, 75, 79, 81, 92-b, 95, 120, 121, 151, 154-b, 161, 165, 175, 209, 219, 294, 297, 305, 323
B. Identify the expressive forms of the target cultures such as art, literature, music, dance, and drama.	SE: 30, 39, 44, 45, 47, 56, 62, 92, 102, 108, 109, 146-147, 154, 162, 171, 198, 199, 209, 216, 229, 237, 247, 261, 280, 287, 290, 294, 297, 308, 319
	TE: 31, 33, 35, 44, 49, 63, 73, 93, 102, 104, 109, 155, 209, 217, 229, 261, 280-b, 281, 294, 297, 309, 319
	TR: Fine Art Transparencies Teacher's Guide
	TECH: Fine Art Transparencies

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
C. Identify objects, images, and symbols of the target cultures.	SE: xii-xxv, 39, 56, 88, 103, 119, 165, 176-177, 178, 183, 240-241, 243, 247
	TE: xii-xxv, 11, 29, 33, 35, 45, 49, 88, 89, 103, 105, 154-b, 173, 241
D. Identify the relationship between cultural perspectives and products/contributions as reflected in visual arts, literature, music, dance, and drama.	SE: 30, 39, 44, 45, 47, 56, 62, 92, 203, 108, 109, 146-147, 154, 162, 171, 198, 199, 209, 216, 229, 237, 247, 261, 280, 287, 290, 294, 297, 308, 319
	TE: 31, 33, 35, 44, 49, 63, 73, 93, 102, 104, 109, 155, 209, 217, 229, 261, 280-b, 281, 294, 297, 309, 319
	TR: Fine Art Transparencies Teacher's Guide
	TECH: Fine Art Transparencies
E. Identify and explain needs and behaviors as reflected in laws, advertisements, and exports and imports.	SE: 82, 83, 114, 117, 144, 165, 175, 194, 227
	TE: 144, 165, 171, 181, 194
F. Identify contributions of diverse groups within the target cultures.	SE: 124, 135, 147, 176-177, 184, 198, 205, 269
	TE: 21, 135, 161, 269
G. Recognize the effects of the target cultures on individuals within their society.	SE: 61, 115, 145, 148, 150-151, 206, 220
	TE: 7, 135, 151, 175
GOAL THREE: CONNECT With Other DISCIPLINES and Acquire Information	
Rationale Connecting the target language curriculum with other parts of students' academic lives opens doors to information and opportunities which enrich their entire school and life experience. A conscious effort to make these connections will create a flow of interaction between the target language classroom and other disciplines, enriching the curricula.	
Standard 3.1 Students reinforce and expand their knowledge of other disciplines through the target language.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify and apply, within a familiar context, information and skills common to other disciplines and language study.	SE: xii-xxv, 34-36, 44, 47, 54, 56, 57, 62, 66-68, 81, 87, 92, 100, 114, 115, 118, 119, 128-130, 145, 146, 149, 154, 158-160, 162, 172, 174, 176, 179, 188-190, 192, 208-209, 210, 211, 216, 220, 238, 240-241, 242, 243, 252-254, 257, 259, 260, 275, 280, 284, 286, 292, 300, 303, 308, 323, 328-329, 331

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TE: xii-xxv, 47, 63, 93, 115, 155, 174, 192, 217, 281, 309
	TECH: Answers on Transparencies
B. Identify, through target language resources, information for use in other disciplines.	SE: xii-xxv, 30, 3-36, 44, 46, 47, 62, 84-85, 87, 92, 103, 105, 114, 128-130, 154, 158-160, 162, 165, 184, 200-201, 216, 235, 240-241, 260, 271, 272-273, 274, 295, 308, 319, 327
	TE: xii-xxv, 31, 47, 63, 93, 155, 185, 217, 309
Standard 3.2 Students acquire information and recognize viewpoints available through the target language and its cultures.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify information from sources intended for native speakers of the target language.	SE: 81, 137, 144, 227, 297, 298, 318
	TE: 120, 144, 192, 294, 297
B. Identify perspectives of the target cultures using authentic sources.	SE: 45, 49, 81, 137, 144, 171, 175, 199, 229, 236, 297, 298
	TE: 108, 120, 144, 204, 207, 294, 297, 328
GOAL FOUR: Use COMPARISONS to Develop Insight Into the Nature of Language and Culture	
Rationale Discovering patterns among language systems and cultures enhances the students' language learning experience. Students understand better their own language and culture when they are able to compare and contrast them with other languages and cultures.	
Standard 4.1 Students recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify borrowed words in the students' own language and in the target language.	SE: 328-329
	TE: xix, 316, 328, 329
B. Identify common cognates in the target language.	SE: 105, 114, 116, 194, 239, 261, 272, 282-283, 292, 312
	TE: xviii, 75, 104
	TECH: Answers on Transparencies

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
C. Identify commonly occurring idiomatic expressions in the students' own language and in the target language.	SE: 52, 126
	TE: 53, 132
D. Identify the structural patterns of the target language and compare them to the students' own language. (Syntax)	SE: 7, 8, 13, 19, 20, 25, 26, 27, 42, 48, 74, 76, 106, 110, 112, 114, 136, 138, 142, 168, 172, 194, 196, 198, 202, 212, 230, 232, 236, 239, 262, 264, 266, 294, 295, 296, 318, 320, 324
	TR: Teacher's Resource Book: Video Script: 22-23, 48-49, 76-77, 102-103, 133-134, 161-162, 190, 215-216, 243-244, 269-270
	TECH: Vocabulary and Grammar Transparencies: 100, 101, 108, 116, 117, 124, 125, 132, 133, 140, 141, 147, 148, 155, 156, 157, 170, 171; Video Program: Cap. 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 9A, 9B
Standard 4.2 Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify the similarities and differences in patterns of interaction between the target cultures and the students' own culture.	SE: 30, 39, 47, 52, 55, 62, 82, 86, 91, 112, 148, 153, 154, 177, 192, 205, 206, 210, 215, 247, 257, 259, 267, 272-273, 274, 279, 292, 330, 335
	TE: 31, 41, 53, 63, 153, 154, 185, 191, 249
B. Identify similar and different behavioral patterns, including the use of nonverbals, between the target cultures and the students' own culture.	SE: 72, 135, 166, 302, 307
	TE: 51, 72, 302
C. Identify the various cultures within the students' own community.	SE: 51, 108, 115, 144, 175, 206, 208-209, 237, 298
	TE: 295
D. Review products/contributions from the target cultures.	SE: 47, 56, 81, 85, 103, 108, 115, 117, 118, 124, 135, 147, 148, 153, 165, 175, 176-177, 178, 183, 209, 242, 261, 272-273, 280, 290, 297
	TE: xiv, xxi, 30-b, 67, 85, 92-b, 125, 135, 147, 154-b, 161, 175, 177, 286-b, 281, 287

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
GOAL FIVE: Participate in Multilingual COMMUNITIES	
Rationale Learning a foreign language enhances career opportunities and enriches students' personal lives. The technology revolution, international marketing, and improved transportation bring opportunities to learn, use, and enjoy a variety of languages in local, national, and international communities.	
Standard 5.1 Students use language skills and cultural knowledge to connect with local, national, and international communities.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify the target language in the students' daily lives.	SE: 51, 81, 108, 115, 135, 144, 175, 271, 294, 299
	TE: 3, 207, 286
B. Locate resources in the community to research the target cultures.	SE: 51, 81, 144, 175, 297, 299
	TE: 210, 318
C. Locate connections with the target communities through the use of technology, media, and other authentic resource.	SE: 58-59, 75, 88-89, 120-121, 150-151, 175, 180-181, 212-213, 237, 244-245, 276-277, 297, 299, 304-305, 327, 328-329, 332-333
	TE: 2-b, 15, 21, 23, 25, 27, 30-b, 34, 35, 37, 39, 41, 43, 45, 47, 49, 51, 75, 81, 85, 89, 92-b, 103, 108, 109, 121, 136, 144, 148, 154-b, 219, 220, 221, 223, 224, 225, 227, 228, 229, 239, 240, 241, 257, 259, 261, 263, 267, 269, 270, 271, 272, 273, 274, 277, 280-b, 285, 287, 289, 297, 305, 313, 315, 316, 320, 321, 325, 328, 329, 330
	TR: Teacher's Resource Book: Video Script: 23, 49, 77-78, 103-104, 134, 162-163, 190-191, 216, 244, 270-271
	TECH: Video Program: Cap. 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 9A, 9B
D. Identify authentic sources that provide viewpoints of other cultures toward the United States and its role in the world arena.	SE: 297, 299
	TE: 25, 297
E. Identify examples of the interdependence of the world's communities.	SE: 108, 115, 117, 147, 175, 227, 248, 257, 259, 267, 272-273, 274, 297, 299, 327, 328-329

rentice Hall Realidades © 2008, Level B
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TE: 177, 249, 250, 256, 259, 319, 330
Standard 5.2 Students develop skills of lifelong learners by using language for personal development.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify occupations which require or are enhanced by proficiency in more than one language.	SE: 81, 206, 237, 248, 259, 267, 271, 327
	TE: 3, 23, 249, 255
B. Identify activities of the target cultures available in the students' community.	SE: 175, 297
	TE: 207, 294, 297, 315